

Student: _____ Date of Birth: _____

**LEVEL 1, AIMS-A
FORM 5 A**

**SCHOOL/VOCATIONAL ACTIVITY
DATA SHEET**

Activity: **Daily Schedule (includes at least two activities in sequence)**

Identify environment for assessment: _____
School or Work

Directions: Record the date of the assessment of this activity at the top of the data sheet. Look at the definitions below to determine the level of each essential skill the student demonstrates. Using the key, record the level (i.e., E, S, F, I) at which the student demonstrates that skill.

KEY:

E = Emergent skill	Student is beginning to use skill in one context with extensive support. Student cannot perform skill without assistance. <i>Student initiates any portion of the skill sequence but needs physical/verbal assistance to complete task.</i>
S = Supported skill	Student occasionally uses skill in one or more contexts with physical/verbal cues. Student occasionally performs skill accurately. <i>Student demonstrates skill with physical/verbal cues from 1-90% of the time.</i>
F = Functional skill	Student frequently uses skill in one or more contexts with limited cues. Student frequently performs skill accurately. <i>Student demonstrates skill from 91-100% of the time with physical/verbal cues or from 1-90% of the time with natural cues.</i>
I = Independent skill	Student performs skill accurately in several contexts with natural cues. <i>Student demonstrates skill from 91-100% of the time with natural cues.</i>

DATES:									
11. Maintains ongoing record of appointments or assignments on calendar.									
10. Answers questions related to sequence of events.									
9. Completes a daily schedule that incorporates more than one activity.									
8. Initiates transition to next activity.									
7. Completes activity within time frame.									
6. Initiates activity within allocated time.									
5. Goes to assigned activity.									
4. Gathers materials, if applicable.									
3. Goes to activity or points to next activity.									
2. Identifies first/next activity by matching.									
1. Locates schedule.									

Student: _____ Date of Birth: _____

**LEVEL 1, AIMS-A
FORM 5 B**

**RECREATION/LEISURE ACTIVITY
DATA SHEET**

Activity: **Interactive Games**

Identify age of student: _____ Identify game for assessment: _____

Directions: Record the date of the assessment of this activity at the top of the data sheet. Look at the definitions below to determine the level of each essential skill the student demonstrates. Using the key, record the level (i.e., E, S, F, I) at which the student demonstrates that skill.

KEY:

E = Emergent skill	Student is beginning to use skill in one context with extensive support. Student cannot perform skill without assistance. <i>Student initiates any portion of the skill sequence but needs physical/verbal assistance to complete task.</i>
S = Supported skill	Student occasionally uses skill in one or more contexts with physical/verbal cues. Student occasionally performs skill accurately. . <i>Student demonstrates skill with physical/verbal cues from 1-90% of the time.</i>
F = Functional skill	Student frequently uses skill in one or more contexts with limited cues. Student frequently performs skill accurately. <i>Student demonstrates skill from 91-100% of the time with physical/verbal cues or from 1-90% of the time with natural cues.</i>
I = Independent skill	Student performs skill accurately in several contexts with natural cues. <i>Student demonstrates skill from 91-100% of the time with natural cues.</i>

DATES:									
9. Returns equipment to designated area.									
8. a) Keeps score until game is finished. or b) Keeps score of the winner of 2 or more rounds. <i>(Circle type of score keeping assessed, a or b.)</i>									
7. Engages in ongoing social interaction.									
6. Follows rules of game.									
5. Takes turns.									
4. Hands out game equipment to other participants.									
3. Obtains necessary equipment and location to play game.									
2. Chooses game to be played.									
1. Chooses game partner(s).									

Student: _____ Date of Birth: _____

**LEVEL 1, AIMS-A
FORM 5 C**

**COMMUNITY ACTIVITY
DATA SHEET**

Activity: **Making Purchases: Fast Food Restaurant or School Snack Bar**
(If no restaurant/school snack bar, adapt activity for classroom)

Identify environment for assessment by choosing one:

- ☐ K-8 School Snack Bar
☐ Grades 7-12 Fast Food Restaurant **Specify restaurant:** _____

Directions: Record the date of the assessment of this activity at the top of the data sheet. Look at the definitions below to determine the level of each essential skill the student demonstrates. Using the key, record the level (i.e., E, S, F, I) at which the student demonstrates that skill.

KEY:

E = Emergent skill	Student is beginning to use skill in one context with extensive support. Student cannot perform skill without assistance. <i>Student initiates any portion of the skill sequence but needs physical/verbal assistance to complete task.</i>
S = Supported skill	Student occasionally uses skill in one or more contexts with physical/verbal cues. Student occasionally performs skill accurately. . <i>Student demonstrates skill with physical/verbal cues from 1-90% of the time.</i>
F = Functional skill	Student frequently uses skill in one or more contexts with limited cues. Student frequently performs skill accurately. <i>Student demonstrates skill from 91-100% of the time with physical/verbal cues or from 1-90% of the time with natural cues.</i>
I = Independent skill	Student performs skill accurately in several contexts with natural cues. <i>Student demonstrates skill from 91-100% of the time with natural cues.</i>

DATES:									
17. Returns tray/utensils.									
16. Disposes of waste.									
15. Leaves table with all belongings.									
14. Completes eating in allotted time.									
13. Carries food/beverage to table.									
12. Puts change in pocket, wallet, or purse.									
11. Waits for and receives change, if necessary.									
10. Pays cashier with money/vending machine.									
9. Decides if item(s) is/are within budget.									
8. Asks for price of items, if not posted.									
7. Identifies price of item(s).									
6. Selects or requests desired items (e.g., selects beverage, food items, condiments) through use of words, picture cards, or pointing.									
5. Collects utensils and puts on tray, if needed.									
4. Picks up tray, if needed.									
3. Behaves appropriately in line.									
2. Goes to end of line.									
1. Locates snack area.									

Student: _____ Date of Birth: _____

LEVEL 1, AIMS-A
FORM 5 D

DOMESTIC LIVING ACTIVITY
DATA SHEET

Activity: Following a Set of Directions Example: Making a Snack

Identify snack: _____ Identify environment for assessment: _____

Directions: Record the date of the assessment of this activity at the top of the data sheet. Look at the definitions below to determine the level of each essential skill the student demonstrates. Using the key, record the level (i.e., E, S, F, I) at which the student demonstrates that skill.

KEY:

E = Emergent skill	Student is beginning to use skill in one context with extensive support. Student cannot perform skill without assistance. <i>Student initiates any portion of the skill sequence but needs physical/verbal assistance to complete task.</i>
S = Supported skill	Student occasionally uses skill in one or more contexts with physical/verbal cues. Student occasionally performs skill accurately. . <i>Student demonstrates skill with physical/verbal cues from 1-90% of the time.</i>
F = Functional skill	Student frequently uses skill in one or more contexts with limited cues. Student frequently performs skill accurately. <i>Student demonstrates skill from 91-100% of the time with physical/verbal cues or from 1-90% of the time with natural cues.</i>
I = Independent skill	Student performs skill accurately in several contexts with natural cues. <i>Student demonstrates skill from 91-100% of the time with natural cues.</i>

DATES:									
12. Initiates transition to next activity (serve/eat/store leftovers, if needed).									
11. Recognizes completion of cooking time.									
10. Notes time cooking begins and sets time, if needed.									
9. Follows cooking directions, if needed.									
8. Operates kitchen appliances, if needed.									
7. Measures ingredients.									
6. Follows steps in the directions.									
5. Gathers cooking materials.									
4. Reads recipe for needed cooking materials.									
3. Gathers needed food items.									
2. Reads recipe for needed food items.									
1. Chooses recipe.									